

Guidelines for the Local Planning Process

Overview

Planning Process Goal: To create a ***unified workforce investment system*** that:

- ✓ *Maximizes the opportunity for individuals – students, workers, and those seeking employment – to be productive and achieve economic self-sufficiency;*
- ✓ *Meets the workforce needs of the employer community;*
- ✓ *Portrays a clear vision and implementation strategy for a fully integrated One-Stop Career Center system. This will include a description of the current One-Stop, augmented by the articulation of a transparent path toward achieving a Comprehensive One-Stop worthy of being “Chartered.”*
- ✓ *Consolidates and fully integrates the “to-work” components of the Work First New Jersey, General Assistance and Food Stamp programs into the One-Stop service delivery system and ensures that this system coordinates closely and effectively with those entities that administer and/or provide related support services; and,*
- ✓ *Consolidates and fully integrates Adult Basic Education and English as a Second Language programs into the One-Stop service delivery system.*

Relationship of the Planning Process to:

- **Local Strategic Five-Year Unified Workforce Investment Plan**

This current planning effort is simultaneously a modification to the current *Local Strategic Five-Year Unified Workforce Investment Plan* and the first iteration of the next required plan. Hence, this plan will be considered an update of Sections 5, 6 and 7 of the current local plan as described in Chapter One, Part II, Appendix B of the *Strategic Five-Year Unified State Plan for New Jersey’s Workforce Investment System*. Workforce Investment Boards (WIBs) also will be required to submit new agreements (Section 10 in the above-referenced plan) reflecting new understandings, based on this modification.

- **WIB Literacy Plans**

WIBs were asked in the literacy plans submitted in 2002* to present a vision for coordination and delivery of literacy services in their local areas. As programs are consolidated at the State level, literacy services at the local level need to be more clearly articulated and prioritized. These plans and the actual customer and service flows need to be reviewed to ensure that the system functions optimally, in a seamless fashion, to assist those who need to improve their literacy and workplace skills.

- **Quality Standards: Compliance Review & Charter**

The “to-work” consolidation, in creating a unified, integrated workforce investment system, is an opportunity to reflect on what we as a State want this system to look like and achieve. The Department of Labor and Workforce Development’s Compliance Review (or, as it has been recently named, Certification) and the State Employment and Training Commission’s (SETC) Chartering of the local Comprehensive One-Stop Career Centers can be viewed as mutually reinforcing building blocks to ensure that an integrated One-Stop system is in place. The Certification Review serves as a prerequisite to Chartering. It refers to a general level of compliance with the federal and State requirements of local One-Stops.

Chartering represents the next level of quality beyond compliance. The Chartering framework provides clear and consistent standards necessary for achieving New Jersey’s goals of universal access, customer choice and integration of services. Chartering will ensure that there is a common understanding among all the State’s Workforce Investment Boards and One-Stop Partners about the expectations for a high quality of service delivery through local Comprehensive One-Stop Career Centers.

The focus of this workforce consolidation effort is the development of critical linkages between and among One-Stop Partners to create a more integrated system of delivery that can better serve customers and elevate the quality of the workforce. In this sense, the Chartering Criteria serve as a blueprint for achieving quality and excellence.

* When we refer to the *2002 Literacy Plan*, we mean the Plan approved by the SETC. We realize the Literacy Plan was altered several times to accommodate specific funding issues. However, for the purposes of this Planning document, we are interested in the broad policy framework, replete with priorities, that was developed by the WIB and approved by the SETC.

Parts of the Plan:

Part 1

List of members: Planning Committee (or, in some areas, the One-Stop Committee), Advisory Group, Welfare Workgroup and Education Workgroup.

Part 2

Section 1: Description of the service flow in your current (“**as is**”) One-Stop System including the current linkages with the “to work” program components of Work First New Jersey, General Assistance and Food Stamp programs, and Basic Skills and English as a Second Language.

Please note that a plan to address the needs of business customers will be required after we have further developed recommendations for business resource centers.

Section 2: Description of the service flow as they “**should be**” in your plan for a unified workforce investment system, that is, a One-Stop service delivery system which fully integrates the “to work” program components of Work First New Jersey, General Assistance and Food Stamp programs, and Basic Skills and English as a Second Language.

Section 3: Description of the service flow for test case scenarios.

Section 4: Description of the WIB’s Oversight Strategy to ensure that the plan is fully implemented.

Section 5: Staff Training Plans that provide comprehensive strategies to address the staff training needs in your area.

Section 6: Budget Plans that describe all the sources of funding available at the local level. This should include the identification of grant recipients and administrative entities for all funds.

Section 7: Copies of each new fully executed Memorandum of Understanding (MOU) between:

1. The Chief Elected Officials in multi-county WIB areas
2. The Chief Elected Official and the WIB
3. The WIB, One-Stop Operator and One-Stop Partners

Timeline:

July 24, 2003	Initial list of members of the local Advisory Group, Welfare Workgroup and Education Workgroup (Part 1)
August 15, 2003	Final list of members of the local Advisory Group, Welfare Workgroup and Education Workgroup and Planning Committee (or in some areas the One-Stop Committee) (Part 1)
October 30, 2003	First Draft Local Plan (Part 2, Sections 1 through 5)
November 17, 2003	WIBs receive written comments from THE SETC review teams
December, 2004	Local Public Hearings – Recommend these dates be established as soon as possible
January 9, 2004	Second Draft Local Plan (Part 2, Sections 1 through 5) Budget Plan (Part 2, Section 6) Draft Memoranda of Understanding (Part 2, Section 7)
January 30, 2004	WIBs receive written comments from THE SETC review teams
February 27, 2004	Revised Local Plan submitted to THE SETC

March 10, 2004	SETC Plan Approval. Those Plans not approved will receive technical assistance from the SETC.
March 10, 2004	Begin initial implementation process.
April 30, 2004	Progress Report submitted to THE SETC
July 1, 2004	Full Implementation

Workforce Investment Act (WIA) Public Comment Process:

Because this is a formal modification to the local plan, the Workforce Investment Act public comment process must be followed.

Prior to the January 9, 2004, submission of the Second Draft Local Plan, the WIB must:

1. Make copies available to the public through such means as the internet and local news media;
2. Solicit comments through a formal Public Hearing;
3. Allow members of the WIB and members of the public, including representatives of business and labor organizations, to submit comments; and,
4. Include with the plan any relevant and significant comments.

Implementation of the Plan:

The assumption is made that the changes offered by the plan will be implemented on July 1, 2004. However, some changes may be ready for implementation prior to that date. In this case those changes, as well as the proposed date of implementation, should be indicated. Conversely, those proposed changes that will not be implemented in a timely manner should also be indicated along with an explanation as to why this occurred. As will be noted later, a timeline is required for all proposed components of the implementation.

Required Planning Groups:

1. Education Workgroup
2. Welfare Workgroup
3. Advisory Group
4. Planning Committee (or, in some areas, the One-Stop Committee)

Plan Approval and Sign-off Process:

1. WIB – Review and Approval
2. WIB Chair – Sign-off
3. Local Elected Official – Sign-off
4. SETC – Review and Approval
5. New Jersey Commissioner of Labor – Sign-off

Technical Assistance to the Planning Process:

Under the direction of the SETC, the John J. Heldrich Center for Workforce Development at Rutgers will administer and manage technical assistance for the WIB planning process. The technical assistance strategies include:

- **Statewide Retreats:**

1. Initial Q & A Session on the Planning Guidelines on July 28, 2003
2. Instructional Session on Process Mapping
3. Workshop on Work First New Jersey, General Assistance and Food Stamp Programs and Related Issues
4. Workshop on Adult Literacy

The dates and locations for the latter three retreats will be established and announced within the next several weeks.

- **Individualized Assistance:** Local Areas with the largest populations will be provided with targeted and strategic technical assistance in the preparation of their plans by the SETC through the Heldrich Center. The Heldrich Center will be responsible for working with the SETC throughout the planning period to ascertain the specific technical assistance needs of local planning members, and then to deploy State and national experts to meet those needs in a timely manner.

All WIBs should consider using their regular WIA program funding, or some portion of their WIB Administrative funding, if they need additional assistance to prepare the plan. *To be clear, it is permissible to use WIA program funds for planning purposes.* Additionally, WIB Administrative funds (or funds for this purpose provided by the SETC) can be used to facilitate assessment of the “**as-is**” condition, to convene and facilitate meetings, to envision the “**should-be**” condition, and to represent or present the work of the working WIB committees. *No funds should be used to support the writing of a plan that is independent of the work of the committees.*

It should also be noted that staff from the SETC and the Departments of Education, Human Services and Labor and Workforce Development will also be available to assist in this planning effort. Indeed, staff from other State partners, such as the Department of Community Affairs and the Commissions on Commerce and Economic Development and Higher Education, are also available to contribute their expertise.

Part 1: Establishment of Planning Workgroups, an Advisory Group and a WIB Planning Committee

Instructions: WIB Directors are expected to form **Workgroups** to draft the local plan and a broad-based **Advisory Group** to advise the Workgroups and ultimately, the **Planning Committee (or in some areas the One-Stop Committee)** with regard to Education and Welfare issues, as well as any significant unresolved issues related to the formation of a truly consolidated and integrated workforce development system.

WIB Directors are expected to ensure that they have an active **Planning Committee**. *If there is no standing Planning Committee, the One-Stop Committee can be used for this purpose.* The WIB Planning Committee is expected to:

- Oversee this local planning process.
- Ensure that plans for the consolidation and integration of “to work” components from the Department of Human Services and adult literacy programs from the Department of Education are formulated in the **context** of the WIB’s broader **unified workforce system plan** for all workers, services and funding sources.

In an e-mail dated July 11, 2003, WIB Directors were asked to provide the following no later than Thursday, July 24th: A list of individuals who have agreed to participate on (a) the local **Advisory Group**, (b) the **Welfare Workgroup** and (c) the **Education Workgroup**. They were advised that if they were not able to complete the formation of these groups by July 24th, to submit as many names as they had by then. An MS-Word table was included as an attachment to be used to provide the names, addresses, phone numbers, fax numbers, e-mail addresses, titles and organizational affiliations of the Workgroups and Advisory Group members.

By **August 15, 2003**, WIB Directors should have completed the formation of these groups and advised the SETC accordingly, via e-mail, using the MS-Word table sent out earlier. In addition, either at the bottom of this table or as a separate list, please advise the SETC via e-mail of the members of the **Planning Committee**. These e-mails should be sent to Debbie O’Kane at dokane@dol.state.nj.us.

Required* members of the broad-based **Advisory Group** include one representative from each of the following:

1. WIB Director
2. WIB Chair

3. Youth Investment Council Chair
4. One-Stop Operator
5. One-Stop Staff (front-line staff, counselors)
6. WIB Literacy Committee (Chair)
7. Appropriate Elected Official
8. Head of local administering entity responsible for the program
9. County Welfare Agency
10. Adult Literacy Advocate
11. Adult Literacy Education Services Provider
12. Community- and Faith-based agencies
13. Customer of the welfare system**
14. Customer of the education system**
15. Division of Vocational Rehabilitation
16. Local office serving the disabilities community or their representative
17. County Mental Health Association representative
18. Substance abuse care coordinator
19. Regional Legal Services Program representative
20. County Youth Services Commission
21. County Apprenticeship Coordinator
22. Local Chamber of Commerce and/or other private sector representative
23. Local Child Care Agency
24. Transportation agencies
25. Local union representation
26. DYFS
27. Municipal Welfare Agencies, where appropriate
28. Human Services Advisory Council
29. Public Housing Authority
30. Others as deemed appropriate locally such as County Emergency Assistance Services Committees and Domestic Violence programs

** The client perspective may be obtained through means other than committee membership, e.g., focus groups.

Please understand that the intent of this Advisory Group is to achieve a broad representation of the interests and concerns of your area. We recognize that it may be difficult to fill all these categories, and we will work with you if you have any problems. Again, our concern is for the breadth of representation, not in filling slots. Hence, we will be flexible in assisting you in fulfilling the spirit of the Advisory Group membership requirements.

Required* members of the **Welfare Workgroup** include:

1. WIB Director
2. One-Stop Operator
3. County Welfare Agency (CWA) Representative
4. Union Representative
5. Private Sector Member

6. Municipal Welfare Agencies (MWA), where appropriate
7. Workforce New Jersey Manager
8. County WFNJ Director, if office is not already represented
9. Others as deemed appropriate locally

(Consider revitalizing the Welfare-to-Work Committee to assume this function)

Required* members of the **Education Workgroup** include:

1. WIB Director
2. One-Stop Operator
3. Existing Literacy Committee
4. Others as deemed appropriate locally – If not already on the Literacy Committee, the Workforce New Jersey Manager and the lead agency from the existing WIA Title II (Department of Education administered) program should be represented.

* While we are asking for the above “required” membership, we will, on a case-by-case basis, accept reasonable approximations.

Part 2: Planning Instructions

Section 1: Current One-Stop Service Flow and Functional Integration

Describe in narrative form the service flow of your current (“**as is**”) One-Stop service delivery system, the current “to work” welfare services, the current adult literacy services, and how they interact. A flowchart may be developed as well to accompany this description and to depict visually the sequence of services and interrelationships. The descriptions should include all of the **major services** and **key elements** within those services for **all customers** with the exception of business customers. As noted above, a plan to address the needs of business customers will be required after we have further developed recommendations for business resource centers.

Be concise and specific. Use the *Core and Intensive One-Stop Services* flowcharts from the State plan, the *Template for Change* flowchart and *NJ Delivery of Literacy and Basic Skills Services Model* (all attached) to guide you in describing service flow and the identification of **major services**. For customers referred to the Comprehensive One-Stop Center by public assistance agencies, describe how these individuals currently enter the system and how they are being handled within the system. For services to public assistance customers, also describe how each service area is provided both at the One-Stop and at the County Welfare Agency. Be sure to distinguish whether services are being delivered at the Comprehensive One-Stop Center or at some other location.

Additionally, for **each** of the following **services**, describe the current degree of integration within the local area:

- Workshops
- Self-service
- Job search/job clubs
- Resume and related activity
- Interviewing skills
- Eligibility determinations
- Financial aid
- Support services
- Support payments
- Testing
- Assessments
- Individual Services Plan – Referral to Intensive Services
- Job Readiness
- Literacy Services in the One-Stop Center
- Counseling
- Pre-vocational services
- Vocational training – Classroom Training
- Vocational training – other
- Job development, including employer outreach
- Job placement
- Follow-up
- Retention
- Lifelong learning
- Services to welfare customers
 - Comprehensive Assessment
 - Case Management
 - Outreach
 - Work Supports
 - Follow-up and Retention Services

*(Please note that this exact list used in the “**as is**” service flow and integration description will also be utilized in the “**should be**” service flow and integration description.)*

Section 2: “Should Be” Service Flow and Functional Integration in a Unified Workforce Investment System

In laying out your “**should be**” plan for a world class unified workforce investment system, please provide the following:

1. Vision

- a. Provide a brief narrative that describes your vision for the fully integrated One-Stop system, including how welfare services and literacy services will be integrated. The narrative should:
 - 1) Describe what this fully integrated system will look like from a customer perspective. Consider using the Draft Chartering Criteria (attached) to add a quality framework to your “vision.” Chartering is seen as the next step in achieving New Jersey’s goals of universal access, customer choice and integration of services. The focus of this workforce consolidation effort is the development of critical linkages between and among One-Stop Partners to better serve customers and elevate the quality of the workforce.
 - 2) Outline guiding principles and key changes that will take place to “transform” your current system into a fully integrated system that offers high quality services to the customer.
 - 3) Include the perspective of the local community – including customers of the system. Identify ways the plan addresses those perspectives and priorities.
 - 4) Describe the priorities expressed at the public hearings.
(This should be included in your Second Draft Local Plan after Public Hearings are held.)

2. Service Flow and Functional Integration

(Please note, the goal is to integrate public assistance and literacy systems into the One-Stop system rather than a description of how the One-Stop system will work with the other two systems.)

In developing parts A and B below, which require a description of a One-Stop **system-wide** Service Flow and Functional Integration, be mindful of parts C and D, also below, which require a **detailed** description of the integration of welfare recipients and those individuals seeking literacy services into the One-Stop system.

Additionally, after completing the Test Case Scenarios in Section 3, revisit parts A and B and make adjustments as needed.

This is less complicated than it seems. We just want to make sure that what you are describing for the individual customer is consistent with what you are saying about the system.

A. One-Stop System – Service Flow:

Describe the “**should be**” service flow that is comparable in detail to the description of the current (“**as is**”) One-Stop System that you prepared in response to Section 1 above.

Again, be concise and specific. Use the Core and Intensive One-Stop flow charts from the State plan (attached) to guide you in describing the “**should be**” service flow and the identification of *major* services. Please remember that there are no “presumptive deliverers” of service. You should use whoever does the best job.

B. One-Stop System – Functional Integration

Identify: (a) the desired level of integration; (b) how the desired level works, including outcomes and standards for service; (c) steps required to achieve integration; (d) the One-Stop Partners required to integrate; and, (e) a timeline (if the timeline extends beyond the July 1, 2004 date, an explanation is required) for achieving the desired level of integration, for each of the following services:

- Workshops
- Self-service
- Job search/job clubs
- Resume and related activity
- Interviewing skills
- Eligibility determinations
- Financial aid
- Support services
- Support payments
- Testing
- Assessments
- Individual Services Plan – Referral to Intensive Services
- Job Readiness
- Literacy Services in the One-Stop Center
- Counseling
- Pre-vocational services

- Vocational training – Classroom Training
- Vocational training – other
- Job development, including employer outreach
- Job placement
- Follow-up
- Retention
- Lifelong learning
- Services to welfare customers
 - Comprehensive Assessment
 - Case Management
 - Outreach
 - Work Supports
 - Follow-up and Retention Services

(Please note that this exact list is also used in the “as is” service flow and integration description.)

Also, describe:

- The process that will be used to establish and maintain integration;
- The One-Stop Operator's role in ensuring that service integration exists, that proper training will be provided for Partner staff and integration will be maintained; and,
- The WIB's role in ensuring integration and consolidation will take place and will be maintained;

(This section is asking you to provide a complete description of the ways management will communicate within the One-Stop. Put another way: how are decisions made? What is the link between the policy and operations? Etc.)

C. Service Flow: Public Assistance Recipient

Background

The *Template for Change* flowchart and the accompanying narrative (attached) depict how the State level Workflow Committee believes the system should work to get individuals into the One-Stop system. Note that Assessment and Case Management (a new function for some One-Stops) must be extremely collaborative functions. This template should be used to guide your planning process. All functions identified on the template must be included in your plan. Additionally, your plan must accommodate the following:

- Planning must be done on a County basis. WIBs representing multiple Counties must develop plans that accommodate any special circumstances in the Counties they represent. Likewise, where there is more than one workforce investment area within a County, the areas must plan jointly.
- Plans must be developed so that there are no layoffs associated with the transfer of “case management” responsibility. If necessary, technical assistance will be provided to assist you in this matter.
- The One-Stop Operator is responsible for coordination of services and ensuring that performance requirements and participation rates are met. WIBs and Chief Elected Officials need to be careful in their selection of One-Stop Operators to ensure that the Operator has sufficient ability and authority to provide effective management of the One-Stop. It should also be understood that while the One-Stop Operator has a special responsibility for outcomes, this does not relieve the One-Stop Partners from sharing in that responsibility.

(Please note that the SETC is developing system-wide performance measures that will hold all the Partners accountable for outcomes.)

The following are assumptions that you can make in your planning process:

- All local “to work” funds will be distributed to designated local government entities, e.g., counties or municipalities. The local One-Stop Operator will act as the administrator for these funds under the guidance of the local WIB.
- Work Registration will be electronic and will not require an individual to make a separate visit to the One-Stop which may obviate the need for Employment Service staff to be collocated at a welfare office.
- A County Welfare Agency generalist will be stationed at the One-Stop.
- A Unified Childcare agency representative or access to those services will be available at the One-Stop.
- There will be a statewide common assessment form composed of an Individual Responsibility Plan and an Employability Development Plan.
- At a minimum, CWA staff will have read access to AOSOS and One-Stop staff will have read access to OMEGA/FAMIS.

- Comprehensive Social Assessment will be completed by CWA/ MWA staff.
- AOSOS will be used as a case management and/or information sharing tool for CWA staff.
- Scan cards will be available to assist in participant tracking.

Instructions

a. Please chart or provide a very concise narrative describing how services to welfare recipients are integrated into the One-Stop “to-work” system. The narrative should include the purposes and intended outcomes for this population.

b. Please provide a clear and concise narrative description of how you will:

1. Ensure that each individual will satisfy his/her participation requirements, including how mandatory participants will be engaged in an activity regardless of their employability status
2. Ensure that the needs of individuals are met without unnecessary travel between the One-Stop and the County Welfare Agency
3. Determine that an individual is work-ready
4. Provide initial assessment in concert with CWA, including how the Early Employment Initiative (EEI) will be handled
5. Perform the conciliation process
6. Be proactive in ensuring that clients attend appointments and services
7. Communicate between One-Stop and CWA/MWA case managers. Describe how the following will be communicated between the entities: assessment results, employability plans, attendance and participation tracking, work support and job placement information
8. Provide retention and follow-up services, including post public assistance supports, supported work and Career Advancement Vouchers
9. Transition existing welfare recipients in those cases where responsibility for case management changes

c. Please provide a detailed description of:

1. Comprehensive Assessment (Assessment/Testing)
2. Case Management
3. Outreach to public assistance recipients

4. Work Supports (support services, e.g., child care, transportation, training-related expenses, etc.)
5. Follow-up and Retention Services

It is strongly recommended that you perform a detailed review of these functions. Process mapping is the preferred technique for reviewing this information.

d. Identify which staff from what entity and at what location will perform each function identified on the *Template for Change*.

e. Identify what improvements can be made prior to July 1, 2004.

f. Identify changes that will be made in existing Memoranda of Understanding between the following that reflect the roles and relationships described in the plan:

1. The Chief Elected Officials in multi-county WIB areas
2. The Chief Elected Official and the WIB
3. The WIB, One-Stop Operator and One-Stop Partners

D. Service Flow: Adult Literacy Service Recipient

Background

Adult literacy services draw upon a variety of programs and funding sources to address a host of customer goals and needs.

“To-work” related goals are among the reasons why adults choose to participate. The evolving consolidated One-Stop system must recognize and plan to deliver services, not only to those who seek improved literacy skills and education credentials to enhance their employability, but also those who want to fulfill a variety of other personal goals, e.g., learning for self-fulfillment, citizenship and achieving family literacy. Adult learners, who are typically voluntary customers, gain access to literacy services from a variety of points, including adult schools, Vocational and Technical Schools and community colleges, as well as from volunteer literacy tutoring agencies, One-Stop Career Centers, community- and faith-based organizations, and employers and organized labor.

In discussing integration of adult literacy services, the WIB area should build upon its adult literacy plan that was submitted in 2002. However, it should be understood that the current planning process will require you to take a more in-

depth look at how adult literacy services are deployed. Specifically, you are being asked to create a system to ensure that all customers in need of literacy services are well served and that they have access, as appropriate, to all other services of the One-Stop system. All adult literacy resources available to the local area should be considered in the planning process.

The following are assumptions that you can make in your planning process:

- The primary goal of the Workplace Literacy Program (WLP) is to assist participants to secure or improve employment, attain a level of self-sufficiency, and ultimately enrich their lives through career advancement and lifelong learning.
- The primary goals of WIA Title II literacy are to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, become full partners in the educational development of their children and complete a secondary school education.
- All publicly funded literacy programs will participate in and adhere to the requirements detailed in the National Reporting System (NRS) for Adult Education to assess the impact of instruction.
- The student reporting system will be implemented through the Consumer Report Card.
- AOSOS will be used as the case management system.

Instructions

a. Chart or provide a concise narrative describing how the system will serve individuals who need adult literacy services. Also describe the broad purposes and intended outcomes of the adult literacy service provision. Keep in mind that the system should provide for a continuum of comprehensive adult education program and services that integrate the essential instructional components and support services. The chart titled *NJ Delivery of Literacy and Basic Skills Services Model* presents a linear depiction of the flow of literacy customers through the system. (See attached.)

b. Revisit your 2002 Adult Literacy Plan and provide a clear, concise narrative description of how you will:

1. Ensure that One-Stop system staff is knowledgeable about the various literacy providers and their services.
2. Ensure that customers who need literacy services gain access to the system.
3. Ensure that customers' literacy needs (work-related and other) are identified and that appropriate placements are made.

4. Ensure that customers are not placed on a waiting list when appropriate providers are available.

c. Provide a detailed description from a systems perspective (not the individual provider perspective) of the following functions. Be sure to address the key points listed below for each function:

1. Assessment

Describe the assessment process. At what points in the system will assessment of customers' literacy needs be done? What assessment tools will be used and how often should customers be assessed? In what steps in the process will uniformity be sought and where will different approaches be encouraged? What agencies will be responsible for GED testing in your area? How frequently will testing be done?

2. Instructional Intervention

What decision rules will your system use to determine what services and customers are most appropriate for a given provider or provider type? In responding to this question, create a matrix that charts for each Educational Functioning Level, as outlined in the National Reporting System (see attached) and other relevant categories, including workplace literacy and civics, which providers are more appropriate for each category. Pay particular attention to program requirements.

3. Coordination

How will you expand the capacity of the system to address the need for literacy services? Discuss whether current steps to ensure coordination and linkages among providers are sufficient or need to be modified and how this will take place.

d. Identify priorities of service, indicating whether they have changed since the 2002 literacy plan and discuss how resources should be allocated to your local area based on these priorities.

e. Include a description of specific agreements, including MOU's, that have been or will be developed to ensure coordination and leveraging of resources.

f. Describe how program outcomes will be assessed.

g. Identify the minimum qualifications and credential required for instructional staff in the Workplace Literacy Labs. What criteria will be used for other agencies?

- h. Identify what improvements can be made prior to July 1, 2004.

Section 3: Test Case Scenarios

Instructions

Explain in full detail the service flow for all the services that would be provided through the One-Stop System in the Test Case Scenarios. For multi-county areas, each scenario only needs to be completed for one County. Be specific and be sure to include the following information in your descriptions:

- What different Partners will be involved in assisting the customer? How will communication between Partners be achieved? If more than one Partner offers the same service, how would the selection for the referral be made?
- What State, County, and local services will be accessed through all the Partners? Are there any unique programs in your area that you will use? Which services, if any, are contracted out? Which services will be provided by State or County staff?
- Who will be involved with the face-to-face work with the customer? Who will facilitate the referrals to various One-Stop Partners? Who will be responsible for oversight or case management? What are the WIB and One-Stop Operator roles in monitoring the level of service and integration of One-Stop Partners?
- What plans are there for follow-up activities? Who is responsible for continuation of services? How is program completion or job placement communicated to all Partners involved in the service flow?
- What funding sources will be accessed for services to the customer?
- Are there legal requirements that must be met by the Partner? By the customer?
- How will use of a Scan Card system benefit the customer and the One- Stop System?
- How will AOSOS be utilized as a case management tool?

Case Scenarios

1. Sylvia has come in to the One-Stop. Sylvia divorced her husband after fifteen years of fighting over bills and mortgage payments. Her ex-husband is an insurance broker at a small firm. He is not doing very well so his child support and alimony payments are not able to support Sylvia and her six children, who

are all in elementary school. On the rare occasions when he comes to visit the children, he is often abusive. Sylvia is eligible for food stamps but doesn't know it. Sylvia is eager to get a job so that she can start contributing to the family income, but she is particularly concerned because, although she has a college degree in philosophy, this will be her first time in the labor market and she has no practical work experience. Sylvia never learned to drive a car.

2. Sal came to the One-Stop to file for Unemployment Insurance. Sal is a 55 year-old dislocated worker; although he was part of the union at the local automobile manufacturing plant, he was laid off due to slow sales and the state of the economy. Sal has no post-secondary educational background, only a GED, which he received at the age of thirty-seven. Sal is unable to stand for long periods of time and has just recently had considerable difficulty hearing. Sal's daughter, the mother of three children under the age of seven, dropped her children off at his house, and has not been heard from in three months. Sal had hired a person to provide live-in child care, but may no longer be able to pay for it.
3. Jana is twenty-two years old and on welfare (TANF). Her husband cannot be located. Jana has had numerous brushes with the law and is currently on probation. She has elderly parents who are unable to help her and Jana has a substance abuse problem that she has not been able to overcome. Her son Bo and daughter Sue are twins; they are almost five years old. When Jana gave birth to her children she dropped out of Freehold High School, and so has no diploma. Jana can get by, but her literacy skills put her in the bottom rung of literacy competency. Her twins have kept her so busy, she has not had a chance to go back to school, nor has she ever held a job.
4. Tim is receiving General Assistance and was required to go to the One-Stop. The last job he held was at the local convenience store, but they fired him after only working there for three weeks because of his dirty clothes and tardiness. Tim does not have any family, and so in the winter he lives wrapped in blankets and his fatigues – his only consolation prize from the war. He spends whatever he makes on cheap wine. As an unemployed, homeless veteran, Tim lives a life dependent on food stamps and change from compassionate passers-by.
5. Clara was supposed to report to the One-Stop, but she did not show up. She was referred by a local judge, who told her that this would be an alternative to jail. At the age of seventeen, Clara has just dropped out of New Brunswick High School. She has been known by her principals and guidance counselors to exhibit signs of a psychological disorder. She was infamous for disturbing her classes and acting out wildly in the hallways. After constant detentions and frequent suspensions, she decided she had enough of school and signed herself out on the first day of March. Clara comes from an abusive situation at home. She often has bruises that she tries to hide. She has just taken a self-administered pregnancy test and it turned out positive.

6. Sam had a friend bring him into the local One-Stop. The doctors diagnosed Sam with MS when he went blind last April. Now, on most days, because he has also lost his sense of balance, he is confined to a wheelchair. When he was diagnosed, he knew he had to leave his position as a cashier at Macy's, but he is not a lazy person and fears he will lose the passion in his life if he does not find a new job. He has always been a salesperson and has no other skills. Sam is scared of the computer and his literacy skills are just barely adequate to get by.
7. Jean is a single mother with three children. She occasionally works as a teacher's aid. She finds it nearly impossible to afford nutritious groceries for her kids, and during wintertime they always seem to get the flu from their lack of warm clothing. Jean is six credits short of her bachelor degree, but cannot seem to find the time to go back to school. Because of her financial situation, she has applied for public assistance. They have determined that she is a good candidate for the EEI program and have referred her to the One-Stop. She showed up for the initial orientation, but has not returned
8. Rene, an incumbent worker, is making \$62,500 per year at her job in manufacturing. She just had her 47th birthday last week. On that particular day she was reading the Wall Street Journal, and saw that her company, like so many others, is moving all of its factories to Korea. Needless to say, her day was ruined because she realized this meant she would be laid off and would have trouble finding a new job because she never completed college.
9. In his newly purchased Palm Pilot, Dave notes that tomorrow he will revisit the One-Stop that helped him get a job as a customer service representative one year earlier. It was undoubtedly the help of the One-Stop that got him off General Assistance. Dave will arrive there at nine o'clock sharp in his best shirt and tie to ask how, now that he has gotten a job and reformed his life, he can move up in the workplace and start making more than \$8.50 per hour. He is planning to marry June. June has 4 preschool children and was recently widowed when her husband was killed in a hit and run accident.
10. Atasee is a male refugee from the Congo in Africa who along with his wife and six children was referred to the One-Stop by the Office of Temporary Assistance. The family lacks permanent housing, food, clothing and school supplies for the children. The adults do not have a permanent driver's license, car, or insurance. One of the children has an obvious problem walking. They have no furniture and will need help with utilities and telephone. The client is fluent in French and Swahili and completed post-secondary education to become a teacher in his country, but does not yet have a good command of English. He would like to become a teacher in the United States, but needs to improve his English.

11. Steve is almost 18 years old. He officially dropped out of school this year, but has not attended on a regular basis since he was 13, when his family became homeless. In fourth grade when his family's financial situation became precarious, he started losing interest in school. Since age 15, he has been on his own. Although he has held many short-term jobs, he has not been successful in securing stable employment. Because he cannot fill out a job application on his own, he has decided to visit the local adult literacy providers to see if they can help him.
12. Mrs. Olivia Brown is 67 years old and a widow. Between two pensions she receives, one from her husband's employer and another small one that she gets for her 30 years of service as a janitorial worker in a hospital, and social security, Mrs. Brown is in okay financial shape. However, she did not complete high school and she really wants to earn a diploma. She is not computer literate and intimidated by them. She learns that the local One-Stop Center has a learning lab, but does not know that the curriculum is computer based or that the One-Stop Center is employment focused. Determined to complete her education she takes a trip to the center to enroll in the learning lab.

Section 4: Oversight

Describe the WIBs strategy to ensure that the plan is fully implemented. This should include a discussion about how the WIB will exercise appropriate policy oversight of the One-Stop.

In a parallel manner, describe the management structure of the One-Stop in relation to how WIB policies will be carried out and how operational decisions will be made. Please provide a detailed description of the roles and responsibilities of the One-Stop Operator and One-Stop management team. Particular attention should be paid to how they will review performance and progress of plan implementation.

What information or data will you use to assess your progress in "transforming" your system? How will you know when you have been successful in meeting the goal of the "to work" consolidation?

Section 5: Staff Training

Describe any training needs that you have identified. Consider training of front line staff, supervisors, and management in order to achieve a full integration of programs.

- What local training will be provided?
- What funding, if any, will be utilized to pay for the training?
- What types of cross training will be done for successful integration of services?
- Which programs do you envision needing the most training?
- Will soft-skill training, such as attitudinal training like team building, be included?

- In which areas would you recommend that the State deliver or coordinate training?

Section 6: Budget

(Instructions will be forthcoming)

Section 7: Memoranda of Understanding

Include Memoranda of Understanding between:

1. The Chief Elected Officials in multi-county WIB areas
2. The Chief Elected Official and the WIB
3. The WIB, One-Stop Operator and One-Stop Partners

Outline for the Local Plan

Please organize your plan according to the following outline. Plans should be prepared using 12 pt Arial font for ease of reading. Please remember to attach any public comments. All plans must be e-mailed to Henry Plotkin and Debbie O’Kane at the SETC along with a mailed single unbound hard copy. The hard copy will be copied and distributed to the Review Team, so please make sure it is a high quality reproduction. Therefore, Faxes will not be accepted.

Part 1

- List of Committee Members
1. Planning Committee
 2. Advisory Group
 3. Welfare Workgroup
 4. Education Workgroup

Part 2

Section 1

- Current “**as is**” Service Flow
1. Narrative
 2. Current integration with listed services

Section2

“Should be” Service Flow

1. Vision
2. Service flow and functional integration
 - a. One-Stop service flow
 - b. One-Stop functional integration
 - c. Public Assistance service flow
 - d. Adult literacy service flow

Section 3

Service Flow in Test Case Scenarios

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Section 4

WIB Oversight Strategy

Section 5

Staff Training Plan

Section 6

Budget Plan

Section 7

Memoranda of Understanding:

1. The Chief Elected Officials in multi-county WIB areas
2. The Chief Elected Official and the WIB
3. The WIB, One-Stop Operator and One-Stop Partners

Final Plan Submission

Although draft copies of the plan need not be signed, the final plan must be signed by the Chief Elected Official and the WIB Chairperson. The final plan, *three* signed originals and one *unbound* copy, must be submitted to:

Henry Plotkin
Executive Director
State Employment and Training Commission
PO Box 940
Trenton, NJ 08625

In addition, an electronic copy must be submitted to hplotkin@dol.state.nj.us, with a copy to dokane@dol.state.nj.us.